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year followed by a year of general biological science. The last two years of high school would then give option for chemistry, physics, and applied social science. But in no case ought a pupil to pass through the junior high school and senior high school without having a broad foundation of science with some aspect treated in each year of his course.

Since the social side of elementary science ought to be emphasized probably the most effective treatment would be in two cycles. The first cycle should be based on a knowledge of science in the home and its immediate environment; while the second would take up communal life in its relation to science. Science of the home might well include the following topics in approximately the sequence given; the essentials of an ideal home, its natural resources, including treatment of the hygienic demands for pure air, water and food; the proper removal of wastes, the elimination of household pests, and the danger from germs. A cycle of work with projects on heat in the home including the various heating systems, fire prevention and the uses of clothing might follow. Then would follow an elementary treatment of lighting, artificial and natural, with emphasis on the care of the eyes. Home construction and decoration, planning the home grounds and work with home gardens are projects which naturally follow. Science as it works through the various simple machines of the home including the use of electricity, might then be treated. The first cycle might well end with the relation of science to various forms of recreation such as kite-making and flying, boat-building and sailing, the making of motors and airplanes, etc.

The second year of work might well begin with discussions of the ideal community in its various phases and the factors which make it a good place to live in. The natural resources of the community should be emphasized including water power, climate, and weather. In this relation the work of the Weather Bureau should be studied. This could be followed by projects on the relation of water to food supplies, its sources, and then to the water supply of communities, giving special attention to modern methods of purification. Since our science should be essentially social, a discussion of the organization of city government should be introduced. The work of various departments, especially that of the Health Department, should be stressed. The Pure Food and Drug Act; prevention of disease; quarantine; natural and acquired immunity; the relation of insects to disease; the disposal of city wastes, and the protection of life and property are all topics worthy of discussion from

a scientific standpoint. Here too, is an excellent opportunity for dwelling upon the moral obligations of individuals in society. Our boys and girls are growing up today with far too little on the ethical and spiritual needs in citizenship.

City organization leads us naturally to city lighting, and thus to transportation in its various phases. Finally, such a course ought to lead the pupil through practical examples of plant breeding and eugenics to his introduction of biology. The cycle of biological study which should take up the third year of the sequence would not be a course in botany or zoology but would be primarily biology. Function should be emphasized throughout and should concern itself with the outstanding essentials of biology as seen from a sociological standpoint. It must naturally differ as to construction and laboratory methods for it must differ according to the types of community for which the course is given. For no course in biology in secondary schools should have existence today unless it can have direct bearing on the lives of the pupils. Such courses as we have outlined may confidently be expected to do their part in the great problems of Americanization that lie before us in these post-war days.

#### NATIONAL PARENT-TEACHERS ASSOCIATION

THE 24th Annual Convention of the National Congress of Mother and Parent-Teacher Associations was held in the Assembly Room, State Capitol, Madison, Wisconsin, June 3 to 8, 1920. It was one of the largest Conventions ever held and was marked by a noteworthy spirit of co-operation and progressiveness. In Wisconsin, as in many other states, the Parent-Teacher Association work is being vigorously pushed by the State Education Department.

At the triennial election of officers, the following were chosen: President, Mrs. Milton P. Higgins, Worcester, Massachusetts; Corresponding Secretary, Mrs. George B. Chandler, Rocky Hill, Connecticut; Recording Secretary, Mrs. Joseph Garibaldi, Charlotte, N. C.; Treasurer, Mrs. Hubert N. Rowell, Berkeley, Calif.; Auditor, Mrs. Charles H. Remington, East Providence, R. I.; Historian, Mrs. Giles Scott Rafter, Washington, D. C.

Report showed an increase in membership for the year April, 1919, to April, 1920, of more than 90,000. The total membership today is over 218,000. The goal for the coming year is 1,000,000 members.